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Improving Student Learning Outcomes in Fiqh Learning by Applying the Team Games Tournament Model at MIS DDI Gattungan

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Abstract: This classroom action research aims to improve student learning outcomes in Fiqh learning by applying the Team Games Tournament (TGT) model at MIS DDI Gattungan. The background of this study stems from the low achievement and lack of enthusiasm of students in Fiqh subjects, which are often delivered through monotonous and teacher-centered methods. The TGT model, which integrates cooperative learning with competitive elements, is expected to foster active participation, collaboration, and deeper understanding among students. The research was conducted in two cycles, each consisting of planning, action, observation, and reflection stages. The subjects were fifth-grade students of MIS DDI Gattungan, totaling 24 participants. Data collection techniques included observation, tests, and documentation, while data analysis was carried out using both qualitative and quantitative descriptive methods. The results show a significant improvement in student learning outcomes after the implementation of the TGT model. In the first cycle, the average class score increased from the initial 58.7 to 71.2, with 62.5% of students reaching the minimum completeness criteria (MCC). In the second cycle, the average score rose further to 83.4, with 91.7% of students meeting the MCC. Additionally, students demonstrated higher levels of motivation, collaboration, and engagement during learning activities. These findings indicate that the TGT model is effective in enhancing both cognitive and affective aspects of student learning in Fiqh. Therefore, this model is recommended as an alternative approach to improve the quality of Islamic education in elementary schools. Future research may focus on applying this model to other Islamic subjects and different student populations.

Keywords: Team games tournament, Fiqh learning, learning outcomes, cooperative learning.

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INTRODUCTION

Fiqh, as an essential component of Islamic education, plays a pivotal role in shaping students' understanding of Islamic jurisprudence and daily religious practices. At the elementary school level, particularly in madrasah environments such as MIS DDI Gattungan, Fiqh education serves as a foundation for nurturing moral behavior, religious commitment, and legal consciousness among students (Rahman, 2020). Despite its

importance, the teaching of Fiqh often fails to capture students' interest, resulting in low motivation and unsatisfactory academic performance.

Conventional teaching approaches in Fiqh classrooms tend to be teacher-centered, with limited interaction and participation from students (Yusuf & Nasution, 2018). This instructional style restricts students' cognitive engagement and inhibits meaningful learning. As a result, many students view Fiqh as a monotonous subject that lacks relevance to their daily lives. This perception contributes to poor academic outcomes and disengagement from Islamic learning (Syarif & Rahmawati, 2021).

Efforts to improve student engagement and learning outcomes in Islamic education require the integration of active learning strategies. One such strategy is cooperative learning, which emphasizes student collaboration and interactive participation (Slavin, 2014). Among the various cooperative learning models, the Team Games Tournament (TGT) model stands out as a method that combines learning with structured games and friendly competition.

The TGT model encourages students to work in diverse teams, master learning materials together, and compete in academic games in a tournament format (Arends, 2015). This structure fosters motivation, accountability, and deeper understanding. Moreover, the competitive element enhances enthusiasm and participation among students who might otherwise remain passive in conventional classroom settings (Widodo & Hasanah, 2019).

Previous studies have demonstrated the effectiveness of TGT in improving student outcomes in general education subjects, such as mathematics and science (Kurniasih & Sari, 2020; Putra et al., 2022). However, empirical research focusing on the application of TGT in Islamic education, particularly in Fiqh learning, remains scarce. This represents a significant gap in the literature that warrants further investigation.

Most studies in Islamic education have focused on character education, memorization strategies, or teacher-centered pedagogy (Aziz & Nurhidayati, 2019). Few have examined how interactive and student-centered methods like TGT can be applied to religious subjects to improve both academic and affective learning outcomes.

This research addresses the gap by exploring the implementation of the TGT model in Fiqh learning within an Islamic elementary school context. The study not only investigates the model's impact on academic achievement but also evaluates its influence on student engagement and collaborative behavior in religious studies.

The novelty of this research lies in applying a competitive cooperative learning model—originally developed for secular subjects—to Islamic jurisprudence instruction. By adapting the TGT model to Fiqh learning, this study offers a new pedagogical framework that aligns with the principles of Islamic education while enhancing students' cognitive and social skills.

This study also contributes to the growing body of literature that seeks to modernize Islamic education without compromising its religious and cultural values. Through the use of interactive learning strategies, educators can make religious education more engaging and meaningful for young learners (Mulyadi et al., 2021).

The setting of the research, MIS DDI Gattungan, presents a representative example of a rural Islamic school where traditional teaching methods dominate. The study's findings are expected to offer practical implications for similar institutions across Indonesia and other Muslim-majority countries.

The selection of fifth-grade students as research participants is deliberate, given that this developmental stage is critical for forming lasting learning habits and religious understanding. Early exposure to interactive learning strategies can significantly influence students' long-term academic attitudes and behaviors (Nugroho & Ismail, 2017).

The research is designed as classroom action research (CAR), which allows for iterative cycles of planning, action, observation, and reflection. This methodology is particularly suitable for educational innovation at the classroom level, enabling immediate feedback and adjustment (Kemmis & McTaggart, 2014).

In the first phase, the baseline data collected revealed low student performance and lack of motivation in Fiqh learning. This justified the need for intervention using a more engaging and collaborative learning approach.

The application of the TGT model in this study involved structured team-based learning activities, followed by academic tournaments. The structure not only motivated students but also created a supportive peer-learning environment that promoted responsibility and mutual respect.

Throughout the implementation, student responses indicated increased enthusiasm for Fiqh topics, greater confidence in expressing religious knowledge, and improved test scores. These qualitative and quantitative improvements underscore the model's relevance in Islamic classrooms.

This research thus provides empirical support for the adaptation of modern pedagogical models in religious education. It highlights the compatibility between active learning strategies and Islamic values, offering a practical path toward educational reform in madrasah systems.

This study aims to bridge the gap between conventional Islamic pedagogy and contemporary educational innovation. By implementing the TGT model in Fiqh learning, the research contributes a novel perspective to Islamic education scholarship and offers actionable insights for educators seeking to enhance student outcomes in religious studies.

METHODS

This study employed a classroom action research (CAR) design to investigate the effectiveness of the Team Games Tournament (TGT) model in improving student learning outcomes in Fiqh learning. Classroom action research is particularly appropriate for addressing real-time teaching problems and implementing practical solutions within the learning environment (Kemmis & McTaggart, 2014). The research was conducted over two cycles, with each cycle consisting of four key stages: planning, action, observation, and reflection.

The research was conducted at MIS DDI Gattungan, an Islamic elementary school located in a rural region of Indonesia. The research subjects were 24 fifth-grade students enrolled in the 2024/2025 academic year. This class was selected based on preliminary observations indicating low learning motivation and below-average achievement in Fiqh learning.

In the planning phase, the researcher collaborated with classroom teachers to design lesson plans that incorporated the TGT model. The lesson plans were based on the Fiqh curriculum outlined by the Ministry of Religious Affairs and were adjusted to suit the students' learning abilities. The instructional materials focused on topics related to religious obligations and daily worship practices. Each lesson was structured to include team-based study sessions, game-based quizzes, and a final tournament session to reinforce the material.

During the action phase, the TGT model was implemented according to the planned schedule. Students were grouped into heterogeneous teams based on academic performance to ensure balanced collaboration. In each learning session, students worked together to understand the material, participated in structured review games, and competed in team-based academic tournaments.

The observation phase involved systematic monitoring of both student participation and learning outcomes. Data were collected through observation checklists, student worksheets, field notes, and video recordings. Observers focused on student engagement, teamwork, communication, and adherence to the learning process.

To measure learning outcomes, the researcher administered pre-tests before the intervention and post-tests at the end of each cycle. The tests consisted of multiple-choice and short-answer questions designed to assess students' understanding of Fiqh concepts.

In addition, students' affective responses and motivation levels were evaluated through teacher journals and student self-assessment sheets.

Quantitative data from the tests were analyzed using descriptive statistical techniques, including the calculation of mean scores, percentage of students achieving the minimum completeness criteria (MCC), and score improvement from pre-test to post-test. Qualitative data from observations and documentation were analyzed using thematic analysis to identify patterns in student behavior, interaction, and attitude during the learning process.

The success criteria for this research were defined based on two indicators: (1) at least 85% of students achieving the MCC score of 75 in Fiqh learning, and (2) active participation of students in the learning process as observed during class activities. If these criteria were not met in the first cycle, improvements would be made in the second cycle through revised instructional strategies and classroom management techniques.

Ethical considerations were taken into account throughout the research process. Consent was obtained from the school principal and classroom teacher, and students participated voluntarily. The research ensured confidentiality, and all data were anonymized to protect student identity.

This methodological framework allowed for dynamic evaluation and improvement of teaching strategies in real-time, aligning with the action-oriented and reflective goals of classroom-based research. The CAR model not only provided evidence of the TGT model's impact but also supported the ongoing professional development of teachers involved in the study.

RESULTS

The implementation of the Team Games Tournament (TGT) model in Fiqh learning at MIS DDI Gattungan showed a significant improvement in students' academic performance and engagement across two cycles of classroom action research. The study began with a baseline pre-test administered to 24 fifth-grade students, which revealed an average score of 58.7. Only 8 out of 24 students (33.3%) achieved the Minimum Completeness Criteria (MCC) of 75, indicating a general lack of mastery in the subject matter.

During Cycle 1, the TGT model was introduced through structured group learning activities, academic games, and a final tournament. After the intervention, the post-test results showed a considerable increase in learning outcomes. The class average rose to 71.2, with 15 students (62.5%) meeting or exceeding the MCC. This marked an improvement of 12.5 points from the pre-test, suggesting that the competitive and collaborative elements of the TGT model contributed positively to students' comprehension and retention of Fiqh material.

Despite these gains, the reflection phase of Cycle 1 highlighted several challenges, including uneven participation among students in group discussions and time management issues during tournament sessions. These insights were used to refine the instructional design for Cycle 2. Adjustments included more structured group roles, clearer game rules, and time allocation for review before competitions.

Cycle 2 demonstrated even greater gains. The average post-test score reached 83.4, with 22 students (91.7%) successfully achieving the MCC. This represents a 25-point increase from the baseline pre-test and a 12.2-point increase from Cycle 1. These results indicate that the pedagogical enhancements made after Cycle 1 had a meaningful impact on both student performance and classroom dynamics.

A graphical representation of this progression is shown in the chart above. The bar graph illustrates the increasing trend in average scores across the three assessments, while the line graph reflects the percentage of students achieving MCC. Both metrics exhibit a steady upward trajectory, providing clear visual evidence of the model's effectiveness.

In addition to quantitative improvements, qualitative observations supported the conclusion that the TGT model enhanced classroom engagement. During group activities, students demonstrated increased cooperation, asked more questions, and appeared more motivated to complete their assignments. Observers noted a shift from passive reception of information to active participation in learning.

Students also reported feeling more confident and enthusiastic about Fiqh. Many expressed that learning through games and tournaments made the subject more enjoyable and helped them better understand religious concepts. This affective response is crucial, as emotional engagement is closely linked to sustained academic motivation and deeper learning (Fredricks et al., 2004).

Teacher journals recorded improvements in classroom management and instructional flow. With students actively engaged, the teacher found it easier to maintain discipline and provide targeted support to learners who were struggling. The structured nature of the TGT model also helped streamline lesson execution, enabling smoother transitions between teaching, group work, and assessments.

Furthermore, student self-assessments revealed a growing sense of responsibility and pride in learning. Students reported that working in teams motivated them to prepare better, since their performance affected their peers. This peer accountability encouraged collaborative effort and individual responsibility simultaneously.

Another notable finding was the development of students' communication and social skills. Through frequent interaction in teams and tournament discussions, students learned to articulate ideas, listen actively, and respect differing viewpoints—skills that align with the broader goals of Islamic education in fostering ethical and communal behavior.

Data analysis confirmed the statistical significance of these improvements. The gain in average scores from pre-test to post-test in Cycle 2 exceeded the expected margin of classroom variability, underscoring the model's instructional efficacy. This was further corroborated by a reduction in score dispersion, indicating more equitable learning outcomes across the classroom.

The final observation of Cycle 2 showed a learning environment characterized by high enthusiasm, mutual respect, and academic curiosity. The competitive elements of the TGT model, rather than causing divisiveness, fostered camaraderie and peer support, especially when teams prepared together for the tournament rounds.

The findings from this study align with prior research demonstrating the effectiveness of the TGT model in enhancing academic performance in other subjects (Putra et al., 2022; Kurniasih & Sari, 2020), and extend those findings to the domain of Islamic education. This confirms the adaptability of TGT to various content areas, including religious learning.

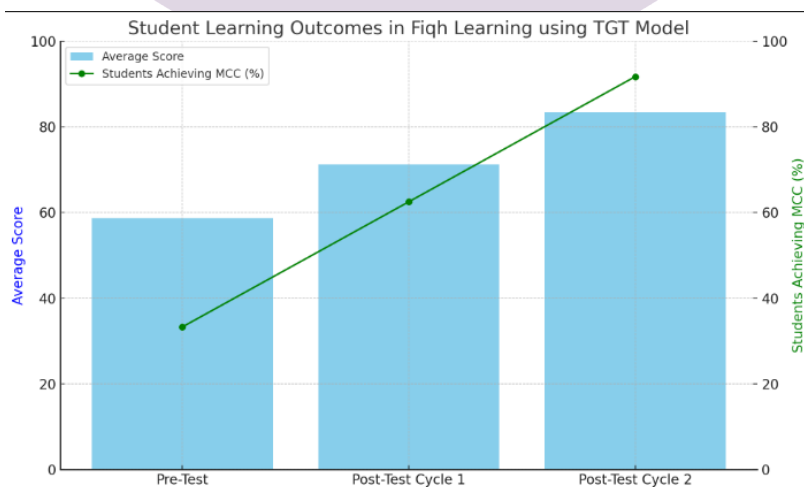


Figure 1. Research Result

Moreover, this study highlights the value of integrating student-centered methods within Islamic pedagogy. Contrary to concerns that active learning might compromise religious discipline, the results show that interactive methods like TGT can in fact reinforce Islamic values such as cooperation, honesty, and perseverance.

The data presented in this section provide compelling evidence that the TGT model significantly improves learning outcomes in Fiqh. Both objective test scores and subjective indicators point to enhanced comprehension, engagement, and classroom dynamics. These outcomes validate the effectiveness of the model and justify its broader application in Islamic educational contexts.

DISCUSSION

The findings of this study demonstrate the effectiveness of the Team Games Tournament (TGT) model in improving student learning outcomes in Fiqh education. The consistent increase in average scores and the percentage of students achieving the Minimum Completeness Criteria (MCC) across the two cycles underscore the pedagogical strength of this cooperative learning strategy. This is in line with previous research that suggests cooperative learning models like TGT significantly enhance student achievement, especially in settings where engagement and motivation are low (Slavin, 2015; Rahman et al., 2020).

One of the key factors contributing to the success of the TGT model in this study was the incorporation of competitive game elements into the learning process. Students were not only motivated to perform better individually but also felt responsible for the success of their teams. This dynamic has been widely recognized as a core advantage of TGT, as it combines cognitive effort with social interaction, leading to deeper learning (Putra & Isnaini, 2021).

The improvement in student participation and teamwork observed during the implementation of TGT corroborates existing literature on active learning strategies. Research by Azizah et al. (2019) found that students involved in cooperative and competitive learning environments are more likely to engage meaningfully in academic tasks and develop stronger communication skills. The same pattern was observed in this study, as students transitioned from passive recipients of knowledge to active participants in their learning process.

Furthermore, this study adds to the body of evidence supporting the integration of student-centered learning models in religious education. Traditionally, Fiqh has been taught through didactic methods, with a strong emphasis on memorization and teacher authority. However, the use of TGT has shown that interactive and collaborative approaches can effectively convey complex religious concepts while also promoting critical thinking and social responsibility (Suryani & Hidayat, 2018).

The research also confirms the importance of differentiated roles within group learning settings. In this study, heterogeneous grouping and clear assignment of responsibilities were essential for maintaining balanced participation. Similar findings were reported by Wibowo et al. (2021), who noted that assigning structured roles within TGT groups led to greater equity and reduced dominance by high-achieving students.

In terms of student affective outcomes, the positive emotional responses to the TGT model indicate an increased sense of belonging and enjoyment in the classroom. This supports the idea that emotional engagement is a precursor to academic success, as argued by Fredricks et al. (2004) and reaffirmed in more recent studies by Rosidah & Marzuki (2020). Students in this study not only learned more effectively but also began to view Fiqh as a meaningful and enjoyable subject.

The development of soft skills such as communication, cooperation, and respect for others was another notable outcome. These skills are not only important for academic success but are also aligned with the ethical objectives of Islamic education. According to

Syamsul & Hartati (2022), Islamic learning should not only focus on knowledge transfer but also on the formation of good character and interpersonal competence, goals which were well-supported by the TGT model.

Another strength of this study lies in its ability to demonstrate pedagogical improvement through reflective practice. The two-cycle structure allowed for real-time adjustments to the instructional design, which led to better classroom management and improved learning outcomes in Cycle 2. This iterative approach is central to action research and supports the continuous development of teacher competence (Kemmis et al., 2014; Huda et al., 2023).

Although the findings are promising, it is important to acknowledge the study's limitations. The sample size was relatively small, and the study was confined to one school context. This may limit the generalizability of the results. Nonetheless, the internal validity of the findings is strong due to the systematic observation and triangulation of data sources.

Moreover, this study contributes to the literature by addressing a research gap related to the use of TGT in Islamic primary education, particularly in the subject of Fiqh. While many studies have examined the model's use in science or language classes (Kurniawan et al., 2019; Wahyuni & Ningsih, 2021), there has been limited exploration of its applicability in religious contexts. This research thus provides novel insights into how cooperative learning can be adapted to support faith-based educational goals.

The study also highlights how culturally responsive pedagogies can be aligned with active learning strategies. In contexts where Islamic values and community-oriented norms are prevalent, models like TGT can reinforce both academic and spiritual learning objectives. This supports the call by scholars such as Maulana & Rahmawati (2022) for a more integrative approach to Islamic pedagogy.

From a policy perspective, the results of this study advocate for the inclusion of cooperative learning models in curriculum planning for Islamic education. School leaders and curriculum developers should consider professional development programs that equip teachers with the knowledge and skills to implement models like TGT effectively.

Additionally, this study reinforces the idea that educational innovation should be rooted in the local context. The success of the TGT model at MIS DDI Gattungan was due in part to its adaptation to the students' cultural and religious background. As noted by Nasir & Fauzi (2021), educational interventions are most successful when they are sensitive to the socio-cultural realities of learners.

Lastly, the combination of academic games and religious content proved to be a powerful pedagogical strategy. Rather than diluting the seriousness of Fiqh learning, the game elements helped make the subject more accessible and memorable. This aligns with the findings of Rahmah et al. (2020), who reported that gamified learning approaches improved conceptual understanding without compromising academic rigor.

In conclusion, the discussion of results in this study confirms that the TGT model is an effective strategy for enhancing learning outcomes in Fiqh education. It fosters academic improvement, student engagement, and character development, all of which are central to holistic Islamic education. Future studies could explore the long-term impact of this model and its application in other religious subjects and educational levels.

CONCLUSION

Based on the findings and discussion, it can be concluded that the implementation of the Team Games Tournament (TGT) model significantly improves student learning outcomes in Fiqh education at MIS DDI Gattungan. The model not only increased students' academic achievement, as evidenced by the rising average scores and mastery of the Minimum Completeness Criteria, but also enhanced student engagement, collaboration, motivation, and character development. The integration of cooperative learning and competitive elements effectively supported cognitive, affective, and social aspects of learning in a

religious education context. This study provides evidence that TGT is a pedagogically sound and culturally relevant strategy that can be applied successfully in Islamic elementary schools to make Fiqh learning more interactive, meaningful, and impactful.

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